

# GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

## Benchmark Literacy Kindergarten

### Final Review

*Directions for use:*

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
  - 2 – Exceeds expectations
  - 1 – Meets expectations
  - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



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<b>INSTRUCTIONAL DESIGN (ID)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	Although research is provided, only 2 districts were referenced, making for a weak database.
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	5 components are included, but lack of evidential understanding of PA is significant. The PA/P program (not provided to reviewers) is isolated from whole group format.
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	S&S provided, but SBRR alignment is very weak.
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	Writing process is included but connected to reading standards.
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	Different teacher's manuals for Phonics and PA.
The consistency of each day's lesson format?	X	X	X	X	X	X	X	1	Read Aloud, Mini Lesson, Small Group Instruction, Student Conferences, Phonics Workshop.
Addressing the components of reading every day?	X	X	X	X	X	X	X	1	Daily format not specific to PA/P
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	1	Comprehension strategies explicit and kid friendly.

12. Are teacher directives highly detailed to ensure accurate implementation?	X	X	X	X	X	X	X	0	"Select a favorite text" could be improved by providing examples. A first year teacher could really struggle finding all appropriate texts in some school and classroom libraries.
13.Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	1	Daily conference time scheduled
13. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	PAP is not systematic within other reading component structures
14. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	1	Emphasizes Think Alouds.
Guided practice with feedback?	X	X	X	X	X	X	X	1	Multiple opportunities: turn and talk, sentence frames, sharing, small group
Student practice and application?	X	X	X	X	X	X	X	1	
Cumulative review?	X	X	X	X	X	X	X	1	
15. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	1	Detailed lesson plans for all leveled text.
16. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	Multiple informal assessments - vocabulary, fluency, comprehension etc.
17. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	1	
18. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	Leveled reader format.
19. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	
20. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	
21. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	Small groups, lower ability learners and EL students needs are addressed..
22. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	Leveled texts are used.
23. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	Some very good ideas for EL students and those with little academic language.
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	Small groups and individual conferences daily.

Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	Via leveled reader.
24. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	Not as strong, but addressed.
25. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	There is explicit instruction.
26. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	Individual skill areas not deciphered quantitatively by reading level.
27. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> TRS Stands for Teacher's Resource System and this is located at the very front of the guide. This will be used for core instruction by classroom teacher.
28. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	0	No evidence.
<b>TOTAL</b>								<b>35</b>	

<b>PHONOLOGICAL/ PHONEMIC AWARENESS (PA)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is phonological/phonemic awareness instruction <b>explicit</b> ?	X	X						1	<i>Publisher's Comment:</i> All Phonemic Awareness and phonics instruction is in the Start Up Kit.
2. Is phonological/phonemic awareness instruction <b>systematic</b> ?	X	X						0	Not evident
3. Does phonological/phonemic awareness instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X						0	Not evident
4. Is phonological/phonemic awareness instruction <b>scaffolded</b> ?	X	X						1	<i>Publisher's Comment:</i> Phonological Awareness/Phonemic Awareness instruction is scaffolded. It proceeds from the easiest skill to the most complex skill.
5. Does phonological/phonemic awareness instruction include <b>cumulative review</b> ?	X	X						0	Not evident
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness?	X	X						1	<i>Publisher's Comment:</i> Quick Checks are found at the back of the Start Up Over View and Assessment Handbook for each and every Unit to monitor progress.

7. Is PA only a small portion of the daily lesson?	X	X						1	<i>Publisher's Comment:</i> Phonemic Awareness is a small part of the beginning of every phonics lesson.
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	X	X						0	Each day has a focus of 4 phonics objectives.
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X						0	Not evident
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X						1	<i>Publisher's Comment:</i> The Start Up program provides a full range of PA activities that range from easy to complex.
11. Does PA start with larger units (words and syllables) and progress to smaller units (phonemes)?	X	X						0	Not evident
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X						0	Non-systematic.
13. Do students count the number of words in spoken sentences?	X							0	Not evident
14. Are there rhyming activities (recognition and production)?	X							0	Publisher's Comment: BL Phonics TE: Unit 1, Weeks 1-5, "Rhyme Recognition." Week 6-10, "Producing Rhyme."
15. Are there alliteration activities?	X							0	Claimed, but not in materials provided.
16. Are there activities that involve counting the number of syllables in a word?	X							0	Claimed, not provided in given materials.
17. Are there activities that involve blending and segmenting syllables in a word?	X							0	Claimed, not provided in given materials.
18. Are there activities for students to blend onsets and rimes?	X							0	Claimed, not evident
<b>PHONEMIC AWARENESS</b>									
19. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X						0	No evidence.
20. Does instruction include physical representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?	X	X						0	Limited evidence.
21. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X						0	Not evident
22. Are there blending activities at the phoneme level?	X	X						0	Claimed, not in materials provided.

23. Are there segmenting activities at the phoneme level?	X	X						0	Claimed, not in materials provided.
24. Does instruction include phoneme manipulation in words (i.e., deletion, addition, and substitution)?		X						0	Claimed, not in materials provided.
25. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X						0	<i>Publisher's Comment:</i> Every lesson in the Start Up kit begins with a PA activity, then it moves to the phonics level with sound/symbol relationships.
26. Does the program specify when oral language PA activities should be phased out?	X	X						0	Not included, in teacher's manual provided.
27. Are the words used in PA activities found in subsequent word lists and text readings?	X	X						0	Not evident.
28. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X						0	Students are to make the sound of the letter following the teacher's modeling, but there is no reference to how the sound is made, the placement in the mouth, or whether it is a stop or continuous sound.
29. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						0	<i>Publisher's Comment:</i> No computer software accompanies the program for phonics. Under product development plans.
<b>TOTAL</b>								<b>5</b>	In its current form, the Phonics and PA pieces do not appear to be integral to the program and not well integrated into instruction. The phonics and PA appear to be a separate program and not part of the core. This is a literacy program from a publisher who doesn't embrace the 5 component structure - only providing a phonics band-aid to appear aligned. The PA piece is weak and misunderstood in various representations. This type of program is a perfect example of non-compliance to the IN Reading Framework. The materials were not user friendly as a whole. The teacher has to jump back and forth between lessons. At times a Teacher's Manual can be bulky, but these were actually more cumbersome due to the juggling of materials. This would be a difficult program for a beginning teacher or for a teacher to leave instructions for a substitute teacher.

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The BL Phonics Start Up Program is an explicit systematic phonics program. The instruction is directive for teachers.
2. Is phonics instruction <b>systematic</b> ?	X	X	X	X	X	X	X	0	Cumbersome system in place which does not meet expectations.
3. Does phonics instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	0	<i>Publisher's Comments:</i> Each Lesson has a structured routine of Phonemic Awareness, Sound/symbol relationships, blending, spelling, sight words, decodable texts.
4. Is phonics instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	0	Claimed, but not in teacher's manual provided.
5. Does phonics instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	0	Claimed, but not in the teacher's manual provided.
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Quick Checks are found at the back of the Start Up Over View and Assessment Handbook for each and every Unit to monitor progress
7. Does the program teach both consonants and vowels?	X	X						1	<i>Publisher's Comment:</i> BL Phonics TE: Unit 1, Weeks 3-10, "Letter Recognition (consonants)." Phonics TE: Unit 3, Weeks 1-10, "Review Short Vowels and Consonants." Phonics TE: Unit 3, Weeks 8-10, "CVCe Long Vowels."
8. Are short vowels taught before long vowels?	X	X						0	Not enough evidence.
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					0	Claimed, not provided in teacher's manual provided.
10. Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	X	X						0	Not enough evidence provided.
11. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X						0	Claimed, not evident.
12. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					0	Not enough evidence provided
13. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					0	Not enough evidence provided
14. Once students have mastered a few letter-	X	X						0	Little if any evidence in materials

sounds, do they immediately apply them to reading word lists and short decodable texts?									provided.
15. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	0	Little if any evidence in materials provided.
16. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	0	Little evidence.
17. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	0	Claimed, but not in teacher's manual provided.
18. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	X	X						0	Claimed, not in teacher's manual provided.
19. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	0	Little if any evidence provided.
20. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	0	No evidence provided.
21. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				0	Little if any evidence provided.
22. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				0	Not according to daily schedule.
23. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				0	No discussion of regular and irregular words found.
24. Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X						0	Little or no evidence.
25. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				0	None found.
26. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				1	
27. Are irregular words pre-taught before students read connected texts?	X	X	X	X				1	
28. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	



TOTAL		6	<p>This was not a strong component of Benchmark Literacy for daily classroom use. It needs greater cohesiveness. As reviewers received different materials, it is hard to determine which are included in the core curriculum and which are extras that would require an additional purchase. The lessons from these sources are not well integrated into the overall curriculum. They are an add-on at the end of lessons. The teacher's manual just says do red/purple lesson #____. There is no reference to the skill in the teacher's manual or any examples of the lessons. The teacher's manual talks about comprehension and leveled readers, but all the phonics and PA lessons and materials and decodable texts are separate and not integrated. The scope and sequence of Start Up Phonics Skills is easy to follow. Without seeing the kindergarten materials, it was difficult to score kindergarten skills from upper level materials. It is unclear if the Start Up Phonics is extra piece or if it is considered part of the core program and will be included in all classroom materials. If the publisher does not integrate the materials in the teacher's manual, these lessons do not appear to have the importance of the materials that are included. The program is strong in other areas, but not this area.</p>
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FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	Addressed in Reader's Theater with self-assessment included
2. Is fluency instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	1	
4. Is fluency instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	Yes, through leveled texts.
5. Does fluency instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	

7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	Reader's Theater is powerful and sets this program apart.
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X						1	
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	0	The teacher instructions for the decodable books do not include much feedback. Additionally, the directions suggest that all students are reading the same decodable book at the same time. There are no options for differentiating the reading of decodable texts based on student readiness.
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	Through Read Alouds and small group, not whole group.
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
14. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						1	Benchmark has a large selection of texts for students to transition to reading connected texts.
15. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	0	Little evidence but some in small group guides after reading. Insufficient practice.
<b>TOTAL</b>								<b>14</b>	

<b>VOCABULARY (V)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is vocabulary instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	Not Isabel Beck explicit. Uses Spanish/English cognates frequently.
2. Is vocabulary instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	Vocabulary used throughout the unit.
3. Does vocabulary instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	1	Words to Think About, vocabulary notebook (independent).
4. Is vocabulary instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	Several good ideas for ELL and special needs learners. Fewer ideas for supporting advanced students.
5. Does vocabulary instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	0	Not cumulative.

6. Are assessments included to measure and monitor progress in <b>vocabulary</b> ?	X	X	X	X	X	X	X	1	Additional resource/book included for informal assessment for vocabulary.
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	Yes and include front-loading academic vocabulary, discussing in Words To Think About-Share and Build Academic Vocabulary.
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	Words To Think About, Vocabulary Notebook.
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	Teachers can select Read Alouds that best fit the classroom needs. Teachers can choose books with interesting tier 3 words.
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	Teachers can select Read Alouds that best fit the classroom needs. Teachers can choose books with interesting tier 3 words. Additional guidance for novice teachers would be helpful but there is a suggested list at the beginning of each unit.
11. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	Yes, during mini lessons, while activating prior knowledge, teaching tier vocabulary and during small group.
12. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
13. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	1	During Read Alouds and small group.
14. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	1	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	Words to Think About and frequent use of Spanish/English cognates
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	Vocabulary notebook
15. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	Reader's Theater, Read Alouds
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	Use sight words in sentences.
16. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or	X	X	X	X	X	X	X	1	Small group, Words to Think About

longer texts?									
17. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	Vocabulary journal, Writer's Workshop, Words to Think About
18. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	There is modeling over 3 week units which gives students time to learn and apply new strategies.
19. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	Heavy on student discovery
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	1	Limited
Antonyms?	X	X	X	X	X	X	X	0	Unable to find in Teacher's Manual
20. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	The use of context was maximized.
21. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	Words to Think About, Whiteboard CD-Rom  It is unclear how this will be updated and kept current.
<b>TOTAL</b>								<b>27</b>	

<b>COMPERHENSION (C)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	Chunked
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	1	Whole group via unit format. Comprehension also included in leveled text lesson.
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	

7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	This is a strength of Benchmark with teacher think alouds.
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	Strategy is taught for 3 weeks using a variety of texts.
9. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
10. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
11. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
12. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	
13. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
14. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	
15. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	Other questioning techniques provided (not Bloom's taxonomy though) Power Tool for Teachers Comprehension Through Deductive Reasoning
16. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	
17. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
18. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
19. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	1	Excellent graphic organizer resources
20. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
21. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
22. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	Claimed within small group, leveled text.
23. Is story grammar introduced systematically, beginning with simple text that gradually	X	X	X	X	X	X	X	1	

becomes more complex?									
24. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	Provides a balanced distribution.
25. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
26. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	Assumed in small group
Summarization?	X	X	X	X	X	X	X	1	
<b>TOTAL</b>									<b>30</b>

<b>STANDARDS ALIGNMENT</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	
<b>TOTAL</b>									<b>1</b>

<b>MOTIVATION AND ENGAGEMENT (M&amp;E)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	Read alouds, small groups, nonfiction, some use of home language
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	Variety for teachers, few examples for student choice.

4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	Small group (apply), build comprehension, Reader's theater, homogeneous and heterogeneous grouping
<b>TOTAL</b>								<b>4</b>	

<b>ASSESSMENT (A)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	On-Going Comprehension Assessments, Pre and Post Assessments, Self Assessments, Reader's Theater, Conferences Heavily subjective
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	Lack of systematic PA/P with other components causes concern.
<b>TOTAL</b>								<b>3</b>	

<b>PROFESSIONAL DEVELOPMENT (PD)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	Claimed in materials provided.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	Online
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	Claimed in materials provided.
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	Difficulty finding "customization" for PD but mentioned in materials provided.
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons to facilitate application of content)?	X	X	X	X	X	X	X	1	
<b>TOTAL</b>								<b>5</b>	